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ABSTRACT

A study was conducted in a day care setting to assess whether differences in the intellectual and social competence scores of young children were reflected in the communicative behavior occurring between the children's mothers and caregivers. A total of forty-seven 2- to 4-year-old children in day care and their mothers participated. Two instruments developed by the researcher measured mothers' attitudes and behaviors. Additionally, the McCarthy Scales of Children's Abilities and the Harvard Preschool Project's Social Competence Checklist were administered to test, respectively, children's intellectual and social competence. Based on the sample, it was determined that, as children scored higher on intellectual and social tests, their mothers were found to be making increased efforts to become knowledgeable consumers of day care services for their children. Specifically, significant relationships were found (1) between mothers' communicative attitude scores and their children's intellectual and social competence scores and (2) between mothers' communicative attitude scores and their communicative behavior. Results suggested that the mother/caregiver interaction is highly attitudinal. Appended are two checklists (Classification of Parent Attitude toward Caregiver Communication and Parent Participation Communication Checklist) and two charts (Attitude toward Caregiver Communication and Levels of Communicative Behavior). (Author/BJD)

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The Relationship Between the Social and Intellectual Competence of Young Children and Their Mothers' Communicative Behavior With Caregivers

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This is a paper presented at the Southern Association of Children Under Six Research Theatre in Charleston, South Carolina, in March of 1983 by Dr. Mary Jo Pollman. The research is based on a dissertation project conducted by the first author in partial fulfillment of the requirements for the Ph.D at the Florida State University. The first author is grateful to an instructional designer, Stuart H. Weinstein, for his help in developing the instruments used in the study and his help in reviewing the manuscript.

Abstract

This study determined that there is a significant difference between the intellectual and social competence scores of young children and the communicative behavior of their mothers with caregivers in a day care setting. Specifically, there is a significant relationship between the: 1) communicative attitude scores of the mothers and the intellectual and social competence scores of their children and 2) communicative attitude scores of the mothers and the communicative behavior of the mothers. Forty-seven day care children and their mothers participated in this study. Two instruments were developed by the researcher to measure attitude and behavior of the parents. Additionally, The McCarthy Scales of Children's Abilities and the Harvard Preschool Project's Social Competence Checklist were administered to test intellectual and social competence, respectively. Based on this sample, it was determined that as children scored higher on intellectual and social tests, their mothers were found to be making increased efforts to become knowledgeable consumers of day care service for their children. The results suggest that the mother-caregiver interaction is highly attitudinal.

The Relationship Between the Social and Intellectual Competence of Young Children and Their Mothers' Communicative Behavior With Caregivers

Because of the social forces affecting American society today, more than 5,000,000 mothers with children under the age of six are working (U.S. Bureau of Labor, 1979). Many of these working women have little choice but to put their children in day care situations where a large amount of time is spent in a social environment other than the familial one.

The entrusting of child care responsibilities to surrogate child care institutions raises questions about how these systems collaborate or interface with the family and the effects on the development of the child (Powell, 1977). An interfacing relationship between the two systems is noted ir the history of early childhood which suggests that the school shares and supplements the work of the home (deMause, 1974; Wishy, 1972). Results of studies of differing child-rearing attitudes and behaviors (Sears, Maccoby & Levin, 1957; Gordon, 1970) seem to indicate a need for an interfacing relationship between the parent and caregiver. A new role for parents is perceived as that of coordinator in their children's life, most of which is with social systems such as day care centers and schools. For many parents, this coordinating role is uncomfortable (Keniston, 1977).

Most of the studies in parent involvement have dealt with parent training efforts (Gordon, 1969; Karnes et al., 1970) or with parent involvement in policy making (Terry, 1970; Solan, 1979) and the subsequent relationship to

the child's cognitive gains. Recently, communication or the collaborative role of parents with caregivers has been conceptualized as a role of parent involvement although very little research has been done in the area of communication (Wilson, 1978).

Communication is an appropriate role in day care because most mothers of day care children are working and cannot be involved in the traditional ways advocated by Gordon (1970). The only time parents see caregivers is when they are bringing or picking up their children.

Research studies of parents involvement efforts have found that the parents who participated the most in participation roles such as teacher, volunteer, or decision maker at school were those parents who showed less feelings of alienation from social institutions (Stern & Kitano, 1968) and demanded higher achievement for their children (Adkins, et al., 1968) than those parents who had not participated. A question that arises is whether children who score higher intellectually and socially would have parents who have a higher communication level with caregivers since communication has been conceptualized as involvement.

Competence has been defined as the organism's capacity to interact effectively with the environment (White, 1959). Most researchers have said competence consists of social and intellectual skills. The development of competence begins early in life (Bruner, 1973; Brazelton, 1977; White, 1975), and the mother's initiative in introducing her child to stimulating activities is related to the child's competence. Piaget (1963) also explains in his cognitive interactional theory the importance of the mother interacting with her child in order to coordinate schemata so that the child can organize his own environment and develop to his full potential.

Little is known about the relationship of the child's competence to the mother's communication at the day care center although a great deal of research has been conducted on the interactional patterns of mothers at home with their children and their children's competence. There is a need to know how mothers perceive communication with the center staff and if the level of communication of mothers is related to the child's competence (Powell, 1977; Wilson, 1978).

It is important to test the assumption that the attitudes mothers have toward communication with the day care staff are related to the communication behavior because, frequently, attitudes are assumed to be related to behavior but are not tested. Reviews of research have been inconsistent concerning these correlations (Wicker, 1969). Fishbein (1967), who has reviewed attitudinal behavior, has said that attitude is a basic determinant of behavior. The theoretical base for saying that communicative attitude and behavior are related is supported by Allport (1935) and Bruner (1951) who have explained the relationship of attitude and behavior by the directive-state theory which says that the central directive states, such as attitudes, motives, values, and emotions influence behavior. Because attitudes do play a role which is not clear in behavior of an individual, and because communication behavior by parents with caregivers is thought to be good for the child, it is important to look at communicative attitudes and communicative behavior.

To address the above issues, this study determined whether there would be: 1) a difference between the intellectual and social competence of young children and the levels of communicative behavior of their mothers with caregivers, 2) a relationship between the intellectual and social competence of young children and the communicative attitudes of their mothers toward

caregivers, and 3) a relationship between the attitude scores of mothers toward communication with caregivers and the mothers' communicative behavior with caregivers.

Method

Subjects

The sample consisted of 47 full-time day care children who were 2 years 8 months to 4 years 0 months and their mothers. The children had been enrolled for less than six weeks in two church sponsored centers, two publically-funded centers, and three proprietary centers. The sample was considered representative of day care in Tallahassee, Florida.

Apparatus.

The instruments that were used in this study were: the McCarthy Scales of Children's Ability; the Social Behavior Checklist; and two instruments developed by the investigator, the Parental Attitude Toward Caregiver Communication and the Parental Participatory Communication Checklist.

Intellectual competence. The McCarthy Scales of Children's Abilities measured verbal, perceptual-performance and quantitative skills. These skills were related to the tests given by White et al. (1973) in the Harvard Preschool Experiments. The experimenter rated the children on the McCarthy Scales of Children's Abilities.

Social competence. The Social Behavior Checklist utilized an observation technique which assessed social competence in young children. The procedure was first developed for use in the Pre-School Project at Harvard University (White et al., 1973; Ogilvie & Shapiro, 1972). The child's behavior was observed for one half hour and simultaneously coded into categories of interaction with adults and peers. The experimenter and a trained tester evaluated the children on the Social Behavior Checklist.

Attitude toward communication. The Parental Attitude Toward Caregiver Communication (PATCC) measured the sentiments of parents toward communication with caregivers which relate to home-center coordination (see Appendix A). The 39 items were developed by a brainstorming session with childcare workers, parents, early childhood specialists, and child development specialists. Several items were modifications of the Parent Attitude Toward Staff instrument developed by Powell (1977). The final instrument developed by the researcher centered on the following areas: advantages of communication for the child and parent, perceptions of the caregiver, mothers' feelings about themselves, home-related topics, and center-related topics (see Appendix B).

In order to establish content validity, the questions were submitted to one expert in the field of early childhood, one child development specialist, one day care director, one day care teacher, one parent of a child who attends day care, and an instructional designer. Each was asked to review the questions for the appropriateness of this study and for clarity of expression. The PATCC was determined to be content valid. Coefficient alpha was used for determining the reliability based on the internal consistency of the items. The coefficient alpha of the instrument was .96.

Communicative behavior. The investigator also developed a Parent Participatory Communication Checklist (PPCC) which indicated the frequency of topics initiated by the caregivers and mothers for a one month interval (see Appendix C). Parents and caregivers were asked to brainstorm and generate a list of topics which are typically discussed in day care centers. Five major headings were used to group the topics: child's day at school, child's social development, child's intellectual development, family problems or information, and special interests or activities that build rapport.

In the final scoring the total communicative exchanges were computed for caregiver and parent initiated communication for a one month period. Content validity was established by asking four parents in privately funded centers, four parents in publicly funded centers, three day care directors, five teachers, and one child development specialist to review the checklist for the appropriateness of the study. Reliability was established by giving the teachers and directors at each day care center a training session with simulated examples. It was found that there was 84% agreement between the appropriate responses and the six caregivers who individually completed the simulated form.

The investigator asked the teacher who had the major responsibility for the care of the child to record the types and amounts of communication in a booklet. The investigator verified on a weekly basis the completion of the checklist.

Results

Intellectual Competence and Communicative Behavior

A one-way analysis of variance was used to compare the means of the intellectual competence scores of children whose parents exhibit high, medium, and low levels of participatory communication behavior with caregivers. The levels of communicative behavior (high, medium, and low) were determined by the range of scores on the PPCC. The range of interactions was from 1 to 53 interactions. The 47 participants were classified as high (18-53 interactions), medium (10-16) and low level (1-9) communications (see Appendix D). These represented three proportional cutoffs between the three levels of communication.

The analysis of variance indicated a significant difference between mean scores, F (2, 44) = 5.246, at the .01 level of significance. The mean

intellectual scores of the three levels of participatory communicative behavior are presented in Table 1.

Table 1

Means and Standard Deviations of Intellectual Competence Score for Communication Frequency Groups

	high	medium	low
M	105.06	102.80	89.94
SD	15.71	14.93	11.70
n	16	15	16

The mean intellectual scores of the children whose mothers exhibited low levels of participatory communicative behavior (M = 89.94) were considerably lower than the mean intellectual scores of the children whose mothers exhibited medium levels of participatory communicative behavior (M = 102.80). The mean intellectual scores of the medium level of participatory communication (M = 102.80) and high level of participatory communication (M = 105.06) were very close. The intellectual scores of the children whose parents were in the low participatory communication group were classified as "dull normal" by McCarthy (1972) while the average intellectual score of the children whose parents were in the medium and high participatory communication group were classified as "average." It is particularly noteworthy that in the trimodal distribution the low communicative group, which had only interacted

between one and nine times during the month, had children who scored a mean of 89.94. This was a below average intelligence score. Five of these parents communicated less than three times. The range of the parents in the middle group interacted between ten and sixteen times while those in the high group interacted between eighteen and fifty-three times.

These findings lend support to Gray and Klaus (1970) who found that parents who become more involved in their child's school by attending meetings and Terry (1970) who found that parents who become more involved in decision making at school had children who scored higher on intellectual tests. Adkins et al. (1968) also found that parents who became the most involved in their children's education were those who had higher aspirations for their children. It can be implied that those children who need coordination in the educational program the most have mothers who do not make many contacts with the caregivers.

Social Competence and Communicative Behavior

A one-way analysis of variance was used to compare the means of the social competence scores of the children whose parents exhibit low, medium, and high levels of participatory communicative behavior with caregivers. The analysis of variance indicated a significant difference between mean scores F (2, 44) = 4.252, at the .05 level of significance.

The mean social scores of the three levels of participatory communicative behavior are presented in Table 2.

Table 2

Means and Standard Deviations of Social

Competence Score for Communication Frequency Groups

	high	medium	low
M	31.81	29.53	21.44
SD	11.31	11.51	8.67
n	16	15	16

The mean social competence scores of the children whose mothers exhibited low levels of participatory communicative behavior (*M* = 21.44) were considerably lower than the mean social scores of the children whose mothers exhibited medium levels of participatory communication (*M* = 29.53). The mean scores of the medium level of participatory communication (*M* = 29.53) and the high level of participatory communication (*M* = 31.81) were very close. This seems to imply that the children who could profit the most socially from the communicative involvement of their parents do not have parents who make contact with caregivers. Perhaps, these children model the nonsocial communicative behavior of their significant others as Bandura (1977) has advocated in his social learning theory.

Intellectual Competence and Attitude

The correlation coefficient between the total intellectual competence scores of the young children and the attitude scores of their mothers toward communication with the caregivers was *r* = + .45, which was significant at the

.001 level. Table 3 shows the correlations between the attitude scale, the subscales and the intellectual competence scores.

Table 3

Pearson Product-Moment Correlation Coefficients Between Intellectual Competence and Parent Attitude Toward Caregiver Communication Subscales and Total

	Advantages for Parent/ Child	Perceptions of Caregiver	Mothers' Feelings About Themselves	Home-Related	Center-Related	Total
Intellectual Competence	.38**	.36**	.23*	.59***	.16	.45***

*** $p < .001$

** $p < .01$

* $p < .05$

Perhaps, mothers whose children score lower intellectually do not perceive the caregivers as people who are very willing and interested in communication. Perhaps these mothers do not recognize the communication benefits for their children and themselves, especially in the area of Home-Related Topics.

In Maslow's (1968) Hierarchy of Needs it is important to have a person's love and belonging needs met before one can feel the desire to know and understand. Mothers who perceive a caregiver as not accepting will be unwilling to divulge information concerning home situations which could eventually lead to a better understanding of the child. The interfacing relationship that is noted in the history of early childhood (deMause, 1974;

Neubauer, 1965) does not seem very important for the parent of the intellectually low scoring child.

Social Competence and Attitude

The correlation coefficient between the social competence score of the young children and the attitude score of their mothers toward communication with the caregivers was $r = +.42$ and significant at the .001 level. Table 4 shows the correlations between the attitude scale, the subscales and the social competence scores.

Table 4

Pearson Product-Moment Correlation Coefficients Between Social Competence and Parent Attitude Toward Caregiver Communication Subscales and Total

	Advantages for Parent/ Child	Perceptions of Caregiver	Mothers' Feelings About Themselves	Home-Related	Center-Related	Total
Social Competence	.39**	.34**	.21	.46***	.14	.42***

*** $p < .001$

** $p < .01$

As the attitudes of the mothers toward communication with the caregivers became more favorable, the social competence scores of the mothers' children increased concomitantly.

The intellectual scores and the social scores were similarly associated with the total attitudes scores of the parents. Three subscales were both

positively correlated with social competence and significant: Advantages for Parent/Child (r = + .39), Perceptions of Caregivers (r = + .34), and Home-Related (r = +.46). These subscales were also positively and significantly correlated with intellectual competence.

These findings also suggest that perhaps the interfacing relationships that is seen as important (Minturn, 1964, Neubauer, 1965) does not seem as important for the parents of the socially low scoring child.

Communicative Behavior and Attitude

The correlation coefficient between the communicative behavior score and the attitude score of mothers toward communication with the caregivers was r = + .35 which was significant at the .01 level. This attitudinal-behavior relationship would confirm the directive theory (Allport, 1935; Bruner, 1951) which was supported by Kerlinger (1966) and Tudor (1974) as a means of explaining the relationship between a person's attitudes and behavior. The results would also support the study by Stern and Kitano (1968) which showed that parents who become the most involved in a program showed less feelings of alienation from social institutions and people.

Discussion

Although the importance of involvement between parents and caregivers has been emphasized historically, theoretically, and practically, many parents and caregivers fail to see the value of communication, perhaps the only form of involvement in day care. The findings of this study seem to demonstrate the strong associations between the mother's communicative behavior and attitudes toward communication with the caregiver and the child's intellectual and social competence.

The findings imply that the degree of favorability toward communication with caregivers is related to the mother's frequency of communication and the

child's intellectual and social competence. The results also suggest that parent-caregiver interaction is mostly attitudinal.

Since a relationship does exist between expressed attitude and communicative behavior and these attitudes are formed early in the child's day care experience, a concerted effort needs to be made to encourage attitude change in parents. Some researchers (McCarthy, 1968; Micotti, 1970) have found that various workshops have resulted in attitudinal change for parents. Therefore, parents who hold less favorable attitudes toward communication with caregivers might be encouraged to participate in workshops. Particular care should be given to the involvement of parents whose children score low in social and intellectual competence.

According to Maslow (1968), it is important to have a person's feelings of belongingness met before he/she can experience the desire to know and understand. If mothers perceive that caregivers are not interested in communication and involvement with them, then perhaps they will not be able to openly discuss topics that concern their children at home and school. Day care directors and teachers should help parents feel welcome and should encourage communication since communication has been conceptualized as a form of involvement (Wilson, 1978). Neither the school nor the home can work effectively without the understanding, support, and assistance of the other (Leeper, Skipper, & Witherspoon, 1979).

In several centers, complaints were expressed that mothers do not pick their children up at the center. Older brothers, sisters, or bus drivers were responsible for picking up the children. Perhaps different modes of communication could be used to encourage participation. Such modes might include notes, newsletters, or phone calls.

The design of the centers should give the parents access to the child's teacher. Several of the parents leave and pick up the children at the main entrance to the centers without even seeing the primary caregiver. This seemed to hinder the communication with the primary caregiver. Also, the workload of the caregiver should not be so great at transition times to keep communication from taking place.

Mothers of children need to be able to make contact with caregivers in order to become knowledgeable consumers of day care service. Perhaps the coordinating role of parent that Keniston (1977) speaks of as difficult is difficult because the policies and structure of the day care prevent interface.

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APPENDIX A

Which of the following people in the day care center do you talk with the most often? Check (√) only one.

_____ director

_____ teacher

Listed below are some statements about communication in the day care center. Please indicate how you feel by placing a check (√) mark in the correct column. A caregiver is the day care worker who talks with you the most about your child. The caregiver could be the director or the teacher.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1. Conversing with the caregiver will increase my interest in my child.					
2. I don't want to be bothered with what happened at the day care center during the day.					
3. Preschool programs for young children are better when parents talk with the caregiver.					
4. What happens at the day care center is none of my business.					
5. Caregivers should keep parents informed of what the children are doing at the preschool.					
6. I will learn, by talking with the caregiver, things I did not know about my child before.					
7. What happens at my home is none of the caregiver's business.					
8. Talking with the caregiver at the center should help me better understand my child.					
9. I feel good when I talk with the caregiver.					

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
10. The caregiver is probably too busy to talk with me concerning my child.					
11. In general, I am interested in talking with the caregiver about my child.					
12. I would be bothered with what happened to my child at the day care center.					
13. Few rewards result from parents talking with caregivers.					
14. In general, caregivers are interested in talking with parents.					
15. I wish I had more time to talk with the caregiver.					
16. Parents should keep caregivers informed of problems at home that might affect the child at school.					
17. The caregiver would listen attentively if I talked about my child.					
18. Parents do not need to tell caregivers what discipline techniques they use at home.					
19. Parents should tell caregivers about what their children are doing at home.					
20. The caregiver and I talk enough about what my child does at the center.					
21. My child benefits from me talking with the caregiver.					
22. It is important for the caregiver to know about my family's activities.					
23. It is important for caregivers to know how parents are raising their children.					
24. Mothers should talk with the caregiver often.					

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
25. If there were problems about how to care for my child, the caregiver and I could work them out.					
26. I do not need to talk with the caregiver.					
27. Coordination of the home and school is important.					
28. A caregiver telling me everything my child does would annoy me.					
29. I would rather, the caregiver handle discipline problems instead of bothering me about discipline problems.					
30. I am able to talk openly about my concerns with the caregiver.					
31. Talking with the caregiver often interferes with my busy schedule.					
32. Only a few parents really need to talk with the caregiver.					
33. I would not learn anything new about my child's behavior if I talked with the caregiver.					
34. Day care programs should require parents to talk daily with the caregiver.					
35. One of the aims of the day care should be to keep parents informed of their child's progress.					
36. It would be alot of trouble for me to get out of my car and talk to the caregiver everyday.					
37. It is important to develop a close friendship with the caregiver.					
38. One should choose a day care program which emphasizes parent-caregiver communication.					
39. If I establish a better relationship with the caregiver, the caregiver would be better able to take care of my child.					
40. If I get to know the caregiver, I could learn more about how the caregiver takes care of my child.					

APPENDIX B

Classification of Parent Attitude Toward Caregiver Communication by Subscales

Subscales	Number of Items	Item Numbers[a]
Advantages for Child/Parent	12	1,3,6,8,12,20,23,26 23,26,31,32,37,38
Perceptions of Caregivers	6	10,13,16,24,36,39
Feelings About Themselves	7	9,11,14,25,29,30,35
Home-Related Topics	6	7,15,17,18,21,22
Center-Related Topics	8	2,4,5,19,27,28,33,34

[a] Item numbers refer to the Parent Attitudes Toward Caregiver Communication instrucment (see Appendix C).

APPENDIX C

Parent Participator Communication Checklist

(PPCC)

Communication Checklist

Symbols to be used:
✓ = when bringing or picking up child
C = conference (scheduled)
P = phone
L = letter or note

Mother of_____

Place the appropriate symbol in the column to indicate the situation in which discussion of the topic took place, the week the topic was discussed and whether the caregiver or the parent initiated the topic.

	Week I		Week II		Week III		Week IV	
	I started	Parent started	I started	Parent started	I started	Parent started	I started	Parent started
The Child's Day at School								
Whether or not child had a good day								
Child's disposition during the day								
Favorite toys								
Favorite playmates								
Special activities during the day								
Injuries (bruise, falling down)								
Favorite book								
Interests of the child								
Routines: Emotional feelings of grief, fear, and anger the child has after leaving mother (departure)								
Whether or not child ate snack/lunch								
Adjustment of child to naptime								
Process of toileting/mishaps								
Other_____								

	Week I		Week II		Week III		Week IV	
	I started	Parent started	I started	Parent started	I started	Parent started	I started	Parent started
Child's Health								
Nose blowing								
Bowel movement								
Use of medication								
Use of large muscles								
Use of small muscles								
Fever								
Illness								
Fatique								
Flushed skin								
Other								
Child's Social Development								
Child-Teacher Relations								
Whether or not child is able to express his/her feelings to the teacher								
Whether or not child is asking the teacher questions								
Whether or not the child is showing affection and/or the child is showing aggression toward the teacher								
Whether or not the child can share the teacher with other children								
Whether or not child is following through with directions								

	Week I		Week II		Week III		Week IV	
	I started	Parent started	I started	Parent started	I started	Parent started	I started	Parent started
Other_____								
_____								
_____								
Child-Child Relations Whether child is leading and/or following his peers								
Whether child is progressing in cooperative play								
Whether child takes up for his own rights								
Whether child is dealing with his emotions or feelings in an acceptable way								
Peer related problems: biting, hair pulling, etc.								
Whether child is making friends								
Whether child shows affection and/or aggression with peers								
Whether child relates to his/her own sex								
Other_____								
_____								
_____								
Child's Intellectual Development Whether child completes his/her tasks								
What child is accomplishing independently								
Whether child is following through with his responsibilities: putting things away, putting on shoes, washing hands, etc.								
New words child has learned								
Child's attention span								

	Week I		Week II		Week III		Week IV	
	I started	Parent started	I started	Parent started	I started	Parent started	I started	Parent started
Child's participation in: singing								
block playing								
role playing								
art								
manipulatives								
Whether child questions why and how things happen								
Whether child explores, investigates surroundings, etc.								
Other_____								
Family Problems or Information								
Disciplinary techniques used in the home and/or day care								
Parent and teacher discuss problem or event that happened at home or that happened on the way to school that may affect child. Problem could be: dog dying								
birthday								
sickness								
death in family								
vacation								
new baby								
accident								

	Week I		Week II		Week III		Week IV	
	I started	Parent started	I started	Parent started	I started	Parent started	I started	Parent started
divorce								
tardiness in arriving at school								
child showing anxiety at home								
jealousy or competition with brothers and sisters								
visitors in home								
Other_____								
Special Interests or Activities that Build Rapport								
hobbies								
job/school								
family								
vacation								
movies								
television								
Other_____								

APPENDIX D

Levels of Communicative Behavior

	Number of Interaction	Absolute Frequency	Percent of Cumulative Frequency
	1	1	2.1
	2	3	8.5
	3	1	10.6
Low Level	4	2	14.9
Communication	5	2	19.1
n = 16	6	2	23.4
	7	2	27.7
	8	1	29.8
	9	2	34.8
	10	4	42.6
	11	1	44.7
Medium Level	12	3	51.1
Communication	14	2	55.3
n = 15	15	1	57.4
	16	4	66.0
	18	2	70.2
	19	2	74.5
	20	1	76.6
	22	2	80.9
High Level	25	2	85.1
Communication	26	1	87.2
n = 16	27	1	89.4
	32	1	91.5
	34	1	93.6
	35	2	97.9
	53	1	100.0